**K-5 ELA Lesson Plan**

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| **Teacher: Scott** | | **Grade: 1** | | | **Date(s)**: |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: 1** | | |
| **Essential Question(s):**  **Why is it important for good readers, writers, and listeners to remember the important details when retelling a story, poem, or informational text?**  **How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings?**  **Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **- Bucket template**  **- Have you Filled a Bucket Today? by Carol McCloud**  **- Butcher paper**  **- Check list for creating a song**  **- Word cards: character trait, key details, caring, community, bucket filler** | | | | **Character traits \*\*\*\* This word will be used as how an individual acts\*\*\*\* It will later connect to stories.**  **Author**  **Key details**  **Retelling**  **Sharing**  **Punctuation**  **Caring**  **Community**  **Bucket filler** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  Shared   * Guided Practice   X Independent | **Speaking and Listening**  **Standards:**  L.1.1 - Demonstrate command of the conventions of standard English Grammar when writing or speaking.  j. Produce and complete simple and compound declaratives, interrogative, imperative, and exclamatory sentences in response to prompts.  S.L.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.) 2. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges.   SL.1.6 - Produce complete sentences when appropriate to task and situation.  **I can statement(s): I can elaborate with details about what character traits I want my classmates and myself to possess.**  **Instructional Plan:**  **During this lesson, students will identify appropriate character traits they and their classmates will need to have in class.**   1. **Read the engaging scenario to the students.** 2. **Students will need to identify the purpose in the scenario.** 3. **Once the purpose is identified, inform the students of the first task.**   **Teacher: Today, we are going to be looking at character traits that you will need to have to function inside of the classroom. To get our minds working, we will be playing a game called “back to back.” To play the game you will be walking around the classroom. While walking, you need to respect personal space and not bump into others. You will also need to make sure that you are not following one person around the room. When the teacher calls out “Back to back”, you will need to find a friend and put your backs together. \*\*\*Model with a student. \*\*\* The teacher will then tell you what you need to share. \*\*\*Model speaking in *complete sentences*\*\*\***  **After every turn, you will need to find a different partner. You may not have the same friend twice.**   1. **Inform the students that they will be sharing 2 character traits about themselves, 1 about friends, and one about the teacher.**   **Students: Start back to back game.**  **These are what the students will need to discuss during each turn.**   1. **Share a character trait that you have.** 2. **Share another character trait that you have.** 3. **Share a character trait that you want a friend to have.** 4. **Share a character trait you what your teacher to have.** 5. **Have students return to the gathering area and share what they have just learned. Record onto your large paper. Have the students title the paper.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Word Study**  **Standards: L.1.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase.   **I Can Statement(s): I can use clues from the story to help understand the meaning of new words.**  **Instructional Plan:**  This section of the lesson will be done while reading *Have You Filled a Bucket Today?*  The focus words are character traits, neighborhood, caring, bucket filler.  Teacher  Before the reading, the teacher will be showing the students the words that they are going to be focusing on. The teacher will then be explaining that they will be finding out what the words mean by using the pictures and the text.  The teacher will be reading the book and will be focusing on modeling how to use the pictures and context clues to find the meaning of the focus words.  Students  By the end of the story the students will be encouraged to find, explain, and share how they used the text to find the clues.  **This will then transition into a pair share for the listening and speaking section of the lesson.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Reading**  **Standards:**  **RL.1.1** - Ask and answer questions about key details in the text.  **RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **RL.1.10** - With prompting and support, read prose and poetry of appropriate complexity for grade 1.  **I Can Statement(s): I can use the illustration and the text to make connections to positive character traits.**  **Instructional Plan:**  **Review positive character traits word lists.**  **Read Have you Filled a Bucket Today?**   1. **Introduce the word “preview” and discuss this skill. Then, preview the first couple of pages of the book.** 2. **Read. While reading, make connections from your word lists about positive characters traits.** 3. **At the end have students pair share what they recall from the story, a connection, and something new that they saw in the story.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:**  **SL.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  **L.1.1** - Demonstrate command of the conventions of standard English Grammar when writing or speaking.   1. Print all upper and lowercase letters.   **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences.   **L.1.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase.   **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s): I can produce a writing that uses capital letters and has end punctuation.**  **Instructional Plan:**  **Students will be drawing and writing about positive charter traits on a bucket template. Students will be drawing and then writing one or more sentences focusing on conventions.**     1. **Show students the example of the bucket template.** 2. **Model a sentence and appropriate sentence structure for students - upper case starts, finger spacing, lowercase letters, and end punctuation.** 3. **Students will then venture back to their seats for the writing task.** | | | | |
| **Closing/Summarizing Strategy** | **Bring the students back together and have them share. Attach their buckets to a large paper arrange them in a circle. Display the circle of buckets in the room.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will be able to take their buckets and share them with the younger classes or buddy classes to increase the speaking skills.** | | **For students that are not at grade level in writing, teacher dictation will be accepted. Students will be encouraged to speak in complete sentences.** | | | **Use of anchor charts. Also, there could be intervention with students making a collage from magazines of positive charter traits.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Use check list.  For the writing, selected students will be conferencing with the teacher about conventions. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*